

## Description of the Course

This is a common-core course designed to assist students' academic-linguistic and emotional-intellectual growth. Throughout the course, the students will be responsible for watching and reading authentic texts on social issues. In addition to refining their writing skills, they will be introduced to new academic writing strategies that will help them in their departmental studies. A pre-requisite to ENG 102, ENG 101 also aims to help students develop a critical stance towards social issues. This is a demanding course, but it will also be a rewarding and an enjoyable one that provides a solid foundation both for their further studies at the university and for their reflective living after graduation.

## Course Objectives

1. To demonstrate an understanding of writing as a process by using the following strategies: Pre-writing, drafting, revising, editing
2. To support a thesis with well –reasoned arguments.
3. To embed quotations & summaries in written academic work, if provided with a model.
4. To identify an argument and evaluate its supporting evidence in a source.
5. To react to source texts
6. To contribute to discussions and to deliver opinions on contemporary social issues

## Tentative Schedule

Week 1	Introduction to the course  What is academic integrity?  Chimamanda Ngozi Adichie: <i>The Dangers of a Single Story</i> : TED Talk, 2009  <a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story</a>
Week 2	Chimamanda Ngozi Adichie: <i>The Dangers of a Single Story</i> : TED Talk, 2009  <a href="https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story">https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story</a>  Strategy Training: Starting with What Others Say Genre Analysis of Sample Student Model
Week 3	Strategy Training: Summarizing& Quoting Genre Analysis of Sample Student Model
Week 4	Assignment 1 (Assessed)

Week 5	Paper 1 (Process Writing Assessed)
Week 6	Paper 1 (Process Writing Assessed)- continued  Ken Robinson: <i>Do schools kill creativity</i> : TED Talk, 2006  <a href="https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity">https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity</a>
Week 7	Ken Robinson: <i>Do schools kill creativity</i> : TED Talk, 2006  <a href="https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity">https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity</a>
Week 8	Assignment 2 (Assessed)  Learning to Read excerpt from <i>The Autobiography of Malcolm X</i> , 1965  <a href="https://ptfaculty.gordonstate.edu/jmallory/index_files/page0096.htm">https://ptfaculty.gordonstate.edu/jmallory/index_files/page0096.htm</a>
Week 9	Watts, O.V (1971) <i>Are Schools Necessary</i>  <a href="https://fee.org/articles/are-schools-necessary/">https://fee.org/articles/are-schools-necessary/</a>
Week 10	Paper 2 (Mid-Term: Assessed)  Felier, B. (2014). <i>For the Love of Being Liked</i> . New York Times.  <a href="https://www.nytimes.com/2014/05/11/fashion/for-some-social-media-users-an-anxiety-from-approval-seeking.html">https://www.nytimes.com/2014/05/11/fashion/for-some-social-media-users-an-anxiety-from-approval-seeking.html</a>
Week 11	Taylor, J. (2011). <i>Technology: Is Technology Stealing Our (Self) Identities?</i> Psychology Today  <a href="https://www.psychologytoday.com/us/blog/the-power-prime/201107/technology-is-technology-stealing-our-self-identities">https://www.psychologytoday.com/us/blog/the-power-prime/201107/technology-is-technology-stealing-our-self-identities</a>  Charlie, B. (2016). <i>Nosedive</i> (Season 3 Episode 1). <i>Black Mirror</i> .  <a href="https://www.imdb.com/title/tt5497778/">https://www.imdb.com/title/tt5497778/</a>  Assignment 3 (Assessed)
Week 12	Smith, C. (2014). 'The Danger of Silence' TED Talk <a href="https://www.ted.com/talks/clint_smith_the_danger_of_silence/transcript">https://www.ted.com/talks/clint_smith_the_danger_of_silence/transcript</a>  Extension: Short Movie from Hong Kong ' <i>Spiral of Silence</i> ' <a href="https://www.youtube.com/watch?v=-RGF-IU_K-g">https://www.youtube.com/watch?v=-RGF-IU_K-g</a>
Week 13	Assignment 4 (Assessed)

	<p>Extension: Vincent, J. (2014, August 27). The 'Spiral of Silence': How Social Media Encourages Self-Censorship Online. <i>Independent</i>  <a href="https://www.independent.co.uk/life-style/gadgets-and-tech/spiral-silence-how-social-media-encourages-self-censorship-online-9693044.html">https://www.independent.co.uk/life-style/gadgets-and-tech/spiral-silence-how-social-media-encourages-self-censorship-online-9693044.html</a></p> <p>Extension: Madrigal, A.(2013). 71% of Facebook Users Engage in 'Self-Censorship'. <i>The Atlantic</i>  <a href="https://www.theatlantic.com/technology/archive/2013/04/71-of-facebook-users-engage-in-self-censorship/274982/">https://www.theatlantic.com/technology/archive/2013/04/71-of-facebook-users-engage-in-self-censorship/274982/</a></p> <p>Extension: Tüfekçi, Z.(2017) 'The Algorithmic Spiral of Silence'  <a href="https://www.youtube.com/watch?v=pO-brBVRyN8">https://www.youtube.com/watch?v=pO-brBVRyN8</a></p>
Week 14	<p>Extension- continued</p> <p>Paper 3 (Final: Assessed)</p>

## Course Materials

All talks, articles, and book excerpts are available online and the course instructor will be sharing these on Moodle. The writing materials will also be available on Moodle. As a source book for writing, students may wish to obtain a copy of *'They Say/ I Say: Moves that Matter in Academic Writing'* by Cathy Birkenstein and Gerald Graff, 2014.

## How does each paper work?

Paper 1 is a process essay where you will practice pre-writing, drafting, revising, and editing, constructing a well-reasoned thesis, quoting and summarizing skills by writing an essay of about 350-450 words through 3-4 writing labs.

Paper 2 is either a process essay or one-shot essay. This will be decided by the instructor depending on the possible pandemic restrictions in the future. In both cases, you will practice pre-writing, drafting, revising, and editing, constructing a well-reasoned thesis, quoting and summarizing skills by writing an essay of about 450-550 words.

Paper 3 is your final paper where you will produce an essay of 550-650 words to demonstrate your understanding of a well-reasoned thesis, quoting, summarizing, and entering the conversation skills.

## Grading:

Paper 1:	20 %
Paper 2:	30%
Paper 3:	30%

Assignments:	20% (The number of assignments will be 2-4 in number. They could be written reflections or mini speeches. This is to be decided by the instructor.)
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**Ground Rules:**

- All papers and written assignments need to be uploaded on turn-it-in. The oral assignments will be recorded and uploaded on Google drive.
- Students are expected to produce **authentic work that is not plagiarized, nor written by someone else. Plagiarism** is intentionally or unintentionally using another person’s ideas, research and any kind of work as your own, without properly citing the source. This person can be a well-known author, a fellow student or even a blog writer. Use of even one sentence, key phrase, image, or photo without citation is considered plagiarism. While the above mentioned are examples of direct plagiarism, paraphrasing a source without mentioning the author and the source are examples of indirect plagiarism which is subject to the same regulations.
- If students are not sure how to properly cite sources, they should consult their instructor.
- Students are required to follow TEDU Honor Code. **Punishment for plagiarism can range from grade reduction to six months suspension.** All students are expected to know TEDU principles of academic integrity which can be found at: <https://student.tedu.edu.tr/en/student/principles-of-academic-integrity>
- All students are expected to know the Higher Education Council (YÖK) **disciplinary regulations.** These regulations can be found at: [http://www.yok.gov.tr/web/guest/icerik/-/journal\\_content/56\\_INSTANCE\\_rEHF8BIsfYRx/10279/](http://www.yok.gov.tr/web/guest/icerik/-/journal_content/56_INSTANCE_rEHF8BIsfYRx/10279/)
- If the instructor is suspicious of contract cheating (i.e. the student involves a third party to undertake their assignment.), the student will be called for an **authentication interview** by a committee from English in Disciplines team. The students have to show up for the interview unless they have a valid excuse. If as the result of the interview, contract cheating is detected, the student will be subjected to punishment for plagiarism.
- Students need to show up for writing-lab sessions and to inform their instructors about their excuse if otherwise.

- Students fail from attendance if they miss 12 hours. If they change sections during the add-drop week, they need to contact their first instructors for them to inform the new instructors about their absenteeism. Students are responsible for keeping track of their own attendance.

**Criteria for Process Paper (Out of 20 for paper 1 & Out of 30 for paper 2)**

	<b>Very Good</b>	<b>Satisfactory</b>	<b>Average</b>	<b>Poor</b>	<b>No Attempt</b>
Argumentation	The paper presents a clear argument	The paper presents a clear argument with	The paper presents a somewhat clear	The paper presents a vague and incomplete	The paper lacks an argument that states the position of the

		minor ambiguities	argument.	argument	writer
Quoting & Summarizing  'They Say'	Demonstrates deep understanding of the text (s)by bringing out the fine details;  excellent quoting and summarizing skills	Demonstrates well-considered understanding of the text(s) leaving out some fine details  ; good quoting and summarizing skills	Demonstrates general understanding of the text(s) with some details; issues in choosing relevant quotes/ summaries and or explaining these	Demonstrates superficial understanding of the text(s) with some details; poor quoting and summarizing	Demonstrates no understanding of the text(s) with some details;  No sign of quoting and summarizing
Exemplification  'I Say'	The essay successfully presents the writer's own examples with almost no gaps of information.	The essay presents the writer's own examples with minor gaps of information.	The essay presents the writer's own examples to some extent.	The essay presents little or no attempt to show the writer's own examples	The presents no examples of the writer.
Organization	Clear organization; claims build on each other; paragraphs are well-developed with use PIE logic; paper flows logically	Generally sound organization with minor gaps in flow among / within paragraphs	Mostly random organization that occasionally confuses the reader	Poor organization, lacks clarity; paper not organized around coherent paragraphs	Lack of organization that makes it very difficult to follow the ideas
Language Use			Minor errors in spelling, punctuation, and grammar	Distractions due to spelling, punctuation, grammar errors	Seriously marred by mistakes in grammar, spelling, and punctuation; lack of editing
Involvement in the Process			The writer has submitted all relevant tasks within the process, acting on the feedback (first draft, self-checklist, peer review letter).	One of the relevant tasks is missing, incomplete ( not carefully completed), or the feedback not acted upon	More than one task is missing, or no task is completed carefully.

### Criteria for One-Off Paper

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2-1</b>	<b>0</b>
Argumentation	The paper presents a clear argument	The paper presents a clear argument with minor ambiguities	The paper presents a somewhat clear argument.	The paper presents a vague and incomplete argument	The paper lacks an argument that states the position of the writer

Thought & Understanding in relation to the source text(s)  'They Say'	Demonstrates deep understanding of the text (s)by bringing out the fine details;  excellent quoting skills	Demonstrates well-considered understanding of the text(s) leaving out some fine details  ; good quoting skills	Demonstrates general understanding of the text(s) with some details; issues in choosing relevant quotes/ and or explaining these	Demonstrates superficial understanding of the text(s) with some details; poor quoting	Demonstrates no understanding of the text(s) with some details;  No sign of quoting
Exemplification  'I Say'	The essay successfully presents the writer's own examples with almost no gaps of information.	The essay presents the writer's own examples with minor gaps of information.	The essay presents the writer's own examples to some extent.	The essay presents little or no attempt to show the writer's own examples	The presents no examples of the writer.
Organization	Clear organization; claims build on each other; paragraphs are well-developed with use PIE logic; paper flows logically	Generally sound organization with minor gaps in flow among / within paragraphs	Mostly random organization that occasionally confuses the reader	Poor organization, lacks clarity; paper not organized around coherent paragraphs	Lack of organization that makes it very difficult to follow the ideas
Language Use	Confidence in and almost full control of sentence construction, word selection and mechanics	Good control of sentence structure, lexis and mechanics with few errors.	Basic control of sentence structure, lexis and mechanics.	Clear lack of control of sentence structure, limited lexis and errors in mechanics.	Not any sign of comprehensible language, which hinders understanding severely.

- Students need to follow APA citation rules in their papers and will be subjected to grade reduction if otherwise.

### Criteria for Reflection Assignments (Mini-Writing Assignments)

5	Depth of content (and/ or creativity) and organization is appropriate. There is solid command of grammar and mechanics. The task shows a real engagement on the part of the writer.
4	Some depth of content (and/or creativity) and organization is satisfactory. Grammar and mechanics are generally correct. The writer is mostly engaged with the task.
3	Some content development and organization is adequate. A few errors appear throughout. The task reflects some involvement on the part of the writer.

2	Content development is shallow, and organization is weak. Errors in grammar and mechanics appear throughout. The writer's involvement with the task is negligible.
1	Content development and organization need much improvement. Grammar problems dominate and the writer seems disengaged from the task.

**Criteria for Mini-Speech Assignments**

10	The speech is well-developed and coherent; relationships between/ progression of ideas are clear with minor difficulties in language that do not affect intelligibility.
8	The speech is mostly developed and coherent though a little more elaboration or specificity are needed at times. Language is mostly intelligible.
6	Overall development is somewhat limited, lacking elaboration or specificity. Relationships between/ progression of ideas may at times not be clear. Language may require listener effort at times.
4	Ideas are expressed with limited elaboration or specificity. Relationships between/ progression of ideas are unclear, vague, or repetitious. Meaning may be obscured in places because of language.
2	Limited content is expressed with consistent errors and/ or hesitation throughout.

*Both rubrics could be converted to 10, if need be.*